

OIT 2011 Faculty Educational Technology Survey

Welcome to the Office of Information Technology faculty technology survey! This survey is designed to gather input from University of Minnesota faculty about their perceptions of and experiences with educational technology. Your responses are confidential and will be used to guide educational technology policy and technology resource allocation at the University of Minnesota.

For the purposes of this survey, “educational technology” means digital technology used for educational purposes. This includes digital tools and materials that are used in the classroom or lab (e.g. PowerPoint presentations, digital video, animations) as well as those made available online (e.g. course-related websites, online discussion tools, email, web-based quizzes and assignments).

Depending on the degree to which you use educational technology in your teaching, some questions on this survey may not apply to you. If a question does not seem to apply, simply skip that question.

This survey will take approximately 15 minutes to complete. We greatly appreciate your assistance. Space is provided at the end of the survey for you to add any additional comments you may have.

A. Technology Priorities and Perceptions

1. **Resource allocation.** Of the following options, what are the THREE items to which you consider it most important for the University of Minnesota to devote resources? (*Select "Most important" next to the item that you consider most important; "Next most important" next to the next most important item; and "Third-most important" next to the third-most important item.*)

a. Improving wireless network access on campus (e.g. the ability for all students in the same classroom to be online at the same moment). Most important Next most important Third-most important

b. Improving course/curriculum management systems (e.g. WebVista, Moodle, iSeal, or other CMS)
 Most important Next most important Third-most important

d. Providing incentives to instructors to support the use of educational technology in their teaching (e.g. release time, extra compensation) Most important Next most important Third-most important

e. Providing support for **students** using educational technology (e.g. assistance using software, troubleshooting hardware or software problems) Most important Next most important Third-most important

f. Providing support for **faculty** using educational technology (e.g. assistance using software, troubleshooting hardware or software problems) Most important Next most important Third-most important

g. Providing technology training (e.g. technology orientations, short classes on using software) for faculty Most important Next most important Third-most important

h. Providing technology development assistance for faculty (e.g. help with Flash programming or multimedia development) Most important Next most important Third-most important

Providing grant money to support faculty projects in the area of technology-enhanced learning.

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2. **Attractors.** To what degree does each of the following attract you to the use of educational technology in your teaching? *(Please mark one rating for each)*

a. Ability to address different student learning styles and needs Large degree Moderate degree Small degree Not at all

b. Desire to facilitate communication between students and instructors Large degree Moderate degree Small degree Not at all

c. Desire to facilitate communication among students Large degree Moderate degree Small degree Not at all

d. Desire to increase students' access to course materials Large degree Moderate degree Small degree Not at all

e. Ability to use games and simulations to teach certain topics Large degree Moderate degree Small degree Not at all

f. Ability to use multimedia course materials Large degree Moderate degree Small degree Not at all

g. Potential to make teaching more efficient Large degree Moderate degree Small degree Not at all

h. Desire to improve student learning outcomes Large degree Moderate degree
Small degree Not at all

k. Personal enjoyment of working with technology Large degree Moderate degree
Small degree Not at all

l. Desire to reduce cost of education for students (e.g. by using e-textbooks, reducing printing needs)
Large degree Moderate degree Small degree Not at all

m. Desire to improve access to education Large degree Moderate degree Small degree Not at all

n. Desire to engage and encourage student interest in course content.

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3. Effectiveness. Educational technology includes a wide variety of tools and applications, ranging from online communication tools through multimedia applications to course-delivery platforms. How effective do you think educational technology is for fostering each of the following teaching techniques? *(Please mark one rating for each)*

a. Encouraging contact between students and faculty Very Effective Moderately Effective
Slightly Effective Not at all Effective Don't Know

b. Developing reciprocity and cooperation among students Very Effective Moderately Effective
Effective Slightly Effective Not at all Effective Don't Know

c. Promoting active learning Very Effective Moderately Effective Slightly Effective
Not at all Effective Don't Know

d. Providing prompt feedback to students Very Effective Moderately Effective Slightly Effective
Effective Not at all Effective Don't Know

e. Encouraging students to spend time on learning tasks Very Effective Moderately Effective
Slightly Effective Not at all Effective Don't Know

f. Communicating high expectations about academic work Very Effective Moderately Effective
Effective Slightly Effective Not at all Effective Don't Know

g. Respecting diverse talents and ways of learning Very Effective Moderately Effective Slightly Effective
Effective Not at all Effective Don't Know

B. Online and Face-to-Face Learning Environments

4. **Online vs. face-to face teaching preferences.** Many universities are considering increasing the number of courses they offer fully online, i.e. with no face-to-face contact at all. What is your preference about teaching fully online as opposed to fully face-to-face courses? (Please mark only one answer)

- Strongly prefer fully online courses
- Somewhat prefer fully online courses
- Neutral between fully online and face-to-face courses
- Somewhat prefer face-to-face courses
- Strongly prefer face-to-face courses

- Don't know

5. Please explain your answer to question 4 above. What do you find attractive about teaching online? What do you find unattractive about teaching online?

[Textbox]

6. Imagine a classroom that is ideal, from a technological standpoint, for your teaching. Which of the following would that ideal classroom contain? (*Please check all that apply.*)

- Ethernet network access for instructors
- Ethernet network access for students
- Wireless network access for instructors
- Wireless network access for students
- Computers for instructors
- Computers for students
- A means of disconnecting student internet access
- Amplification system for instructor use
- Digital projector
- Dual projection system (capable of projecting video from two different sources simultaneously, e.g. from the instructor's and a student's computer)
- Student response/voting system (also known as "clickers", e.g. Chime In, TurningPoint, eInstruction)
- Document projection camera (e.g. "Elmo")
- Microphones for student use
- Ability to capture and place online the audio and video components of the class

Ability to deliver the class at a distance (e.g. via synchronous videoconferencing)
 Ability to display student work to the whole class
 Other (Please indicate)

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7. Use of online and face-to-face technology. Digital educational technology can either be used face-to-face in the classroom or lab (e.g. PowerPoint presentations delivered in-class, student response systems) or online (e.g. course management systems or course Web sites). In which of these ways have you used digital educational technology to enhance your teaching?

- a. In-class digital technology, but NOT online technology
- b. Online technology, but NOT in-class digital technology
- c. BOTH online technology, AND in-class digital technology
- d. NEITHER online technology NOR in-class digital technology

8. Types of courses taught. Online educational technology can be used in any of the following three ways:

- * to support a course delivered totally online, i.e. with no face-to-face contact at all;
- * to replace some face-to-face time with time spent working online (a primarily/partially online or hybrid course);
- * to supplement or enhance an unchanged face-to-face course.

Over the past two years, approximately how many courses have you taught in each of these ways?
(Please mark one answer for each)

- | | | | | |
|--|------|------|-----|-------------|
| a. Totally online course (no face-to-face interaction) | Zero | 1-4 | 5-8 | More than 8 |
| b. Decreased face-to-face and increased online interaction | | Zero | 1-4 | 5-8 |
| More than 8 | | | | |
| c. Face-to-face interaction supplemented, but not decreased, by online interaction | Zero | 1-4 | 5-8 | More than 8 |

C. Communication and Barriers

Communication. Digital technology makes possible multiple channels of communication, which differ from each other in many ways. Communication can be immediate or delayed; media-rich or simple; one-to-one, one-to-many or many-to-many; embedded in a rich context of networking tools or standalone. Among the following options, what are your most preferred methods of:

9. Among the following options, what are your most preferred methods of communicating with **a student one-to-one** (e.g. answering a specific question from that student or providing student-specific feedback on an assignment)?

(Please select "Most preferred" next to the method that you favor the most; "Next most preferred" next to the next most favored method; and "Third-most preferred" next to the third-most favored method.)

- a. Face-to-face meeting
- b. Telephone
- c. Email
- d. Online discussion forum (e.g. in Moodle)
- e. Electronic dropbox with feedback capabilities (e.g. the assignment tool in Moodle)
- f. Instant message (e.g. Google chat or Moodle)
- g. Text message
- h. Video chat (e.g. Skype)

10. Among the following options, what are your most preferred methods of communicating with **many students at once** (e.g. making announcements to the whole class or providing general guidance on an assignment)?

(Please select "Most preferred" next to the method that you favor the most; "Next most preferred" next to the next most favored method; and "Third-most preferred" next to the third-most favored method.)

- a. Face-to-face meeting
- b. Telephone
- c. Email
- d. Online discussion forum (e.g. in Moodle)
- e. Electronic dropbox with feedback capabilities (e.g. the assignment tool in Moodle)
- f. Instant message (e.g. Google chat or Moodle)
- g. Text message
- h. Video chat (e.g. Skype)

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11. **Barriers.** How much of a barrier has each of the following factors been to your use of educational technology in conjunction with your teaching? *(Please mark one rating for each)*

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|--|---------------|----------------------|
| a. Amount of time required to learn about technology | Large barrier | Moderate barrier |
| | Small barrier | Not a barrier at all |

- b. Amount of time required to use technology barrier Large barrier Moderate barrier Small barrier Not a barrier at all
- c. Network/Internet connection problems **while on campus** Large barrier Moderate barrier Small barrier Not a barrier at all
- Network/Internet connection problems **while off campus** Large barrier Moderate barrier Small barrier Not a barrier at all
- d. Hardware or software problems with your home or office computer Large barrier Moderate barrier Small barrier Not a barrier at all
- e. Lack of current hardware and/or software barrier Large barrier Moderate barrier Small barrier Not a barrier at all
- f. Classroom projection or other hardware/software problems in technology-enhanced classrooms or labs Large barrier Moderate barrier Small barrier Not a barrier at all
- g. Lack of technology support in classrooms or labs Large barrier Moderate barrier Small barrier Not a barrier at all
- h. Lack of access to technology-enhanced classrooms or labs barrier Large barrier Moderate barrier Small barrier Not a barrier at all
- j. Inadequate technical support for your students Large barrier Moderate barrier Small barrier Not a barrier at all
- k. Inadequate technical support for you Large barrier Moderate barrier Small barrier Not a barrier at all
- l. Copyright/intellectual property issues Large barrier Moderate barrier Small barrier Not a barrier at all
- m. Lack of money to fund educational technology development barrier Large barrier Moderate barrier Small barrier Not a barrier at all
- n. Lack of necessary technical skills Large barrier Moderate barrier Small barrier Not a barrier at all
- o. Lack of teaching skills specific to the technology-enhanced environment Large barrier Moderate barrier Small barrier Not a barrier at all
- p. Lack of models/examples of effective uses of technology barrier Large barrier Moderate barrier Small barrier Not a barrier at all
- q. Lack of formal recognition (e.g. in promotion and tenure decisions) for educational technology use Large barrier Moderate barrier Small barrier Not a barrier at all

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|--|----------------------|----------------------|----------------------|----------------------|
| r. Doubts about technology's usefulness in teaching your courses | | | | Large barrier |
| | Moderate barrier | Small barrier | Not a barrier at all | |
| s. Uncertainty about how to get started | | Large barrier | Moderate barrier | Small barrier |
| | Not a barrier at all | | | |
| t. Disciplinary content unsuited to delivery via technology | | | Large barrier | Moderate barrier |
| | Small barrier | Not a barrier at all | | |
| v. Difficulty keeping up with changes in technology | | | Large barrier | Moderate barrier |
| | Small barrier | Not a barrier at all | | |
| Lack of technology standardization (e.g. across platforms, web browsers, or software versions) | | | | |
| | Large barrier | Moderate barrier | Small barrier | Not a barrier at all |
| w. Other (Please indicate) | | Large barrier | Moderate barrier | Small barrier |
| | Not a barrier at all | | | |

D. Technology Education

12. **Learning about technology.** Suppose you had a block of time set aside in which to learn about educational technology. About which of the following topics would you like to learn more?
(Please mark one answer for each)

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|--|-----|----|-----|----|
| a. Pedagogy of technology-enhanced learning | Yes | No | | |
| b. Conducting research on the effectiveness of technology-enhanced learning | | | Yes | No |
| c. Information design (how to organize and present information) | | | Yes | No |
| Effective ways of teaching in new, technology-enhanced learning spaces (e.g. Active Learning Classrooms , learning design studios) | | | | |
| d. Usability testing (how to design digital materials for easy use) | | | Yes | No |
| e. Copyright/intellectual property issues | Yes | No | | |
| f. Colleagues' uses of educational technology | Yes | No | | |
| g. Funding opportunities for educational technology projects | | | Yes | No |
| h. HTML/web page authoring (e.g. FrontPage, Dreamweaver) | | | Yes | No |
| i. Online communication tools (e.g. chat tools, IM, bulletin boards) | | | Yes | No |
| j. Online collaboration tools (e.g. wikis) | Yes | No | | |
| k. Online journaling tools (e.g. blogs) | Yes | No | | |
| l. Electronic presentations (e.g. PowerPoint) | Yes | No | | |
| m. Image editing software (e.g. Photoshop, Fireworks) | | | Yes | No |
| n. Digital video or audio editing software (e.g. iMovie, GarageBand, Adobe Premiere, Audacity) | | | | |
| | Yes | No | | |

- o. Class capture technology (recordings of audio and/or visual components of a class, posted online for later review)
- p. Screencast (creation of short video tutorial capturing movements on computer screen, typically enhanced with audio)
- q. Animation/modeling software (e.g. Flash) Yes No
- s. Course management tools (e.g. Moodle, iSeal) Yes No
- u. Web conferencing software (e.g. UM Connect) Yes No
- v. Social networking sites (e.g. Facebook, MySpace, Bebo) Yes No
- w. Other (Please indicate) Yes No

13. Primary campus of employment. At which campus of the University of Minnesota are you primarily employed?

UM-Crookston

UM-Duluth

UM-Morris

UM-Rochester

UM-Twin Cities

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**** Survey branches here to campus-specific questions, as outlined below. OEQs will be repeated within each campus-specific section of the survey. ****

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UMC-specific questions

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[UMTC, UMC, UMR only]

New learning spaces. In recent years, many universities have constructed classrooms which differ from traditional lecture halls inasmuch as they contain alternative seating arrangements for students, multiple display screens and markerboards, and network/display cables for student laptop computers. On the University of Minnesota's Twin Cities campus, the Active Learning Classrooms (ALCs - [link to website](#)) are examples of such new classrooms, as are many rooms in the new Science Teaching and Student Services building. On the Rochester campus, such new spaces include learning design studios, and on the Crookston campus the ALC classrooms.

a. Have you ever taught at least one class, discussion section, or lab that met in an ALC or similar room? [yes-no-not sure]

b. Please indicate the degree to which you agree or disagree with the following statements about this sort of new learning space.

- I would like to teach in an ALC or similar room in the future.
- It is important to adapt one's teaching techniques and learning activities to fit the room one is teaching in.
- An ALC would be at least as good a learning environment for my students as a traditional lecture hall.
- The amount and quality of student learning is largely independent of the physical space in which the class meets.
- ALC-type rooms are appropriate environments in which to teach the material of my discipline.
- Teaching in an ALC would require substantial revisions to the way I teach my courses.

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Support services. How helpful have the following services or resources been to you? (*Mark one rating for each*)

UMC:

- Hardware or software assistance or troubleshooting from the UMC Help Desk
- Hardware or software assistance or troubleshooting from the Center for Teaching, Learning, and Technology
- Individualized training in software use by the CTLT
- Technology workshops offered at UMC (e.g. Moodle, Video, etc.)
- Software that is part of the standard "load" on UMC laptops (Office 2010, etc.)
- Software you use that is licensed by the CTLT or your department (e.g. Acrobat, Camtasia)

- g. Development or refinement of course materials or resources done for you by the CTLT
- h. Development of Moodle courses for you by the CTLT
- i. Funding through your department for course development
- j. Online help, either from the University, websites, or from vendors
- k. Other

[All campuses except UMD]

Digital distractions. Students use digital technology during their classes for many purposes, some of which are related to the class itself (e.g. taking notes, locating class-relevant online references) and some of which are not (e.g. sending text messages, checking social networking sites like Facebook).

Please indicate the degree to which you agree or disagree with the following statements about in-class technology use that is **NOT** class-related.

- Students are paying for their education, so it's up to them whether they want to pay attention in class or not.
- When a student uses technology in class for non-class-related purposes, it frequently affects **his or her** ability to learn.
- When a student uses technology in class for non-class-related purposes, it frequently affects **his or her classmates'** ability to learn.
- It is disrespectful to the instructor to use technology in class for non-class-related purposes.
- It is the responsibility of instructors to make class interesting enough that students are not tempted to use technology for non-class-related purposes.
- I have implemented, or seriously considered implementing, a policy to limit the use of technology in class for non-class-related purposes.

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UMD-specific questions

[UMD and UMM only]

Ownership of portable devices. Which of the following portable devices do you own (or have regularly available to you), and which would you like to own?

(Mark one answer for each)

- a. Tablet device (e.g. iPad, Xoom, Galaxy) Own already Don't own but would like to
Don't own and don't want to Don't know
- b. Smart phone (e.g. iPhone, Blackberry, Droid phone) Own already Don't own but would like to
Don't own and don't want to Don't know
- c. Cellphone (not "smart phone") Own already Don't own but would like to Don't own and don't want to Don't know
- d. Audio player (audio-only mp3 player such as iPod Shuffle) Own already Don't own but would like to Don't own and don't want to Don't know
- e. Video player (e.g. video-capable iPod such as iTouch) Own already Don't own but would like to Don't own and don't want to Don't know
- f. Laptop computer Own already Don't own but would like to Don't own and don't want to Don't know
- g. Mini-laptop, Netbook, or handheld computer Own already Don't own but would like to
Don't own and don't want to Don't know
- h. Digital camera or digital video camera (NOT part of cellphone) Own already Don't own but would like to Don't own and don't want to Don't know
- e-Book reader (e.g. Kindle, Nook) Own already Don't own but would like to Don't own and don't want to Don't know

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Support services. In your use of educational technology, which people and/or support services etc. have been most helpful to you?

TEXTBOX

In your use of educational technology, which people and/or support services have been least helpful to you?

TEXTBOX

UMM-specific questions

[UMD and UMM only]

Ownership of portable devices. Which of the following portable devices do you own (or have regularly available to you), and which would you like to own?

(Mark one answer for each)

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Don't own and don't want to Don't know
- b. Smart phone (e.g. iPhone, Blackberry, Droid phone) Own already Don't own but would like to
Don't own and don't want to Don't know
- c. Cellphone (not "smart phone") Own already Don't own but would like to Don't own and don't want to Don't know
- d. Audio player (audio-only mp3 player such as iPod Shuffle) Own already Don't own but would like to Don't own and don't want to Don't know
- e. Video player (e.g. video-capable iPod such as iTouch) Own already Don't own but would like to Don't own and don't want to Don't know
- f. Laptop computer Own already Don't own but would like to Don't own and don't want to Don't know
- g. Mini-laptop, Netbook, or handheld computer Own already Don't own but would like to Don't own and don't want to Don't know
- h. Digital camera or digital video camera (NOT part of cellphone) Own already Don't own but would like to Don't own and don't want to Don't know
- e-Book reader (e.g. Kindle, Nook) Own already Don't own but would like to Don't own and don't want to Don't know

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Support services. In your use of educational technology, which people and/or support services etc. have been most helpful to you?

TEXTBOX

In your use of educational technology, which people and/or support services have been least helpful to you?

TEXTBOX

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[All campuses except UMD]

Digital distractions. Students use digital technology during their classes for many purposes, some of which are related to the class itself (e.g. taking notes, locating class-relevant online references) and some of which are not (e.g. sending text messages, checking social networking sites like Facebook).

Please indicate the degree to which you agree or disagree with the following statements about in-class technology use that is **NOT** class-related.

- Students are paying for their education, so it's up to them whether they want to pay attention in class or not.
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- It is the responsibility of instructors to make class interesting enough that students are not tempted to use technology for non-class-related purposes.
- I have implemented, or seriously considered implementing, a policy to limit the use of technology in class for non-class-related purposes.

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UMR-specific questions

[UMTC, UMC, UMR only]

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a. Have you ever taught at least one class, discussion section, or lab that met in an ALC or similar room? [yes-no-not sure]

b. Please indicate the degree to which you agree or disagree with the following statements about this sort of new learning space.

- I would like to teach in an ALC or similar room in the future.
- It is important to adapt one's teaching techniques and learning activities to fit the room one is teaching in.
- An ALC would be at least as good a learning environment for my students as a traditional lecture hall.
- The amount and quality of student learning is largely independent of the physical space in which the class meets.
- ALC-type rooms are appropriate environments in which to teach the material of my discipline.
- Teaching in an ALC would require substantial revisions to the way I teach my courses.

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Support services. How helpful have the following services or resources been to you? (*Mark one rating for each*)

[Each campus should develop its own version of this question, with a list of services that are available on that campus.]

UMR:

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[All campuses except UMD]

Digital distractions. Students use digital technology during their classes for many purposes, some of which are related to the class itself (e.g. taking notes, locating class-relevant online references) and some of which are not (e.g. sending text messages, checking social networking sites like Facebook).

Please indicate the degree to which you agree or disagree with the following statements about in-class technology use that is **NOT** class-related.

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- It is the responsibility of instructors to make class interesting enough that students are not tempted to use technology for non-class-related purposes.
- I have implemented, or seriously considered implementing, a policy to limit the use of technology in class for non-class-related purposes.

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UMTC-specific questions

[UMTC, UMC, UMR only]

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[All campuses except UMD]

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- I have implemented, or seriously considered implementing, a policy to limit the use of technology in class for non-class-related purposes.

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E. Open-Ended Questions

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Using emerging mobile devices in education. Compact mobile digital devices such as cellphones, smartphones, and tablets (e.g. the iPad) have become increasingly common on college and university campuses in recent years.

What problems do you think mobile devices could solve in your class? How could mobile devices best be used to help your students learn the subject matter you teach – for instance, through rapid faculty-student communication, improved student-student collaboration, location-sensitive applications, or mobile data collection?

TEXTBOX

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18. Do you have any further comments regarding educational technology at the University of Minnesota?

TEXTBOX

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19. After data from this survey are collected and analyzed, a report will be produced and distributed to interested faculty and administrators at the University of Minnesota. Please enter your email address here if you would like to receive a copy of the final report.

(Your email address will be stored separately from survey data so that confidentiality is not compromised.)

TEXTBOX